Key Question: F5 Where do we belong?

This investigation enables pupils to think about how each person is unique and valuable and consider religious beliefs about this. It allows pupils the opportunity to think about groups to which they belong, how some people belong to religious groups and what this means. Pupils will look at occasions marking belonging from a number of faiths, including welcoming ceremonies from Christianity and Islam and Raksha Bandhan in Hinduism.

The investigation implements the **principal aim of RE,** which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

EYFS RE: Pupils should encounter religions and worldviews through exploring special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about religious stories. Pupils can be introduced to new vocabulary including subject specific words and use all their senses to explore beliefs, practices and forms of expression. They can ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the natural world in which they live.

Religious Education is, unlike the subjects of the National Curriculum, a legal requirement for all pupils on the school roll: this includes all those in the reception year.

In line with the DfE's new 2021 Early Years Foundation Stage framework schools are to plan RE opportunities through purposeful play and a mix of adult guided and child-initiated activity through the 7 areas of learning. Schools are required to plan their curriculum, including RE, through the Educational Programmes in the Statutory Framework for the Early Years Foundation Stage.

Learning intentions for RE planning are to be developed from the 7 areas of learning in the Early Years DfE Development Matters document (2021), as we have done in this unit plan.

Step 1: Select a key question	**F5 Where do we belong?** **Recommended Year group:** Reception/F2 **Strand**: Living **Questions in this thread:** 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? **Religions and worldviews:** This unit plan focuses on Christianity, Hinduism and Islam. Teachers should use their professional judgement when deciding whether to teach about other religions alongside of these of instead of them when delivering this scheme of work to their own classes. Please bear in mind that during Reception/F2, pupils should learn about Christianity and other faiths.

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Step 2: Select learning outcomes	• Use the learning outcomes from column 2 of the key question outlines on p.28 • Select learning outcomes appropriate for the age and ability of your pupils. • Being clear about these outcomes will help you to decide what and how to teach.

- re-tell religious stories making connections with personal experiences of belonging
- share and record occasions when things have happened in their lives that made them feel special
- recall simply what happens at a traditional Christian infant baptism and dedication
- recall simply what happens when a baby is welcomed into Islam
- hold conversations about special religious signs of belonging, using new vocabulary
- talk about the lives of other people using simple ideas about the experiences of belonging and community
- talk about information on the ways different religious communities of the UK welcome a new baby

Step 3: Select specific content	• Look at the suggested content for your key question, from column 3 in the unit outlines. • Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes. **This plan has selected the following content to exemplify the learning outcomes. Pupils will:** • Discuss the idea that each person is unique and valuable. • Discuss religious beliefs that each person is unique and valuable. • Consider religious beliefs about God loving each person, e.g. Jewish and Christian ideas that God loves people even from before they are born (Psalm 139); Christian beliefs about Jesus believing children to be very special. Tell story of children wanting to see Jesus and disciples stopping them (Mark 10 v.13–16). • Discuss how God's love for children is shown in Christianity through infant baptism and dedication. • Discuss how children are welcomed into Islam Aqiqah ceremony, whispering of the Shahdah and cutting of hair. • Consider signs and symbols used in the welcoming of children into the faith community e.g. baptismal candle. • Consider ways of showing that people are special from other religions e.g. Hinduism: Stories about Hindus celebrating Rakshan Bandhan – which celebrates the special bond between brothers and sisters. The sister ties a band of Rakhi of gold or red threads around the right hand of a brother.

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Step 4: Assessment: write specific pupil outcomes	• Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements. • You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you…?' statements (for next steps or challenge) • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These 'I can'/'You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

I can… You can… Can you…?

- Share occasions when others have made them feel special
- Re-tell the story of Jesus blessing the children, making connections with personal experiences
- Share and record occasions when they belong to a group
- Recall simply what happens at a traditional Christian infant baptism
- Recall simply what happens when a baby is welcomed into the Muslim tradition
- Share occasions when things have happened in their lives that made them feel special

Step 5: Develop teaching and learning activities	• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding.

NOTE: This unit of work offers around 8 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. In EYFS, it is often not practical or advisable for RE to be taught in hour long blocks, but the 8 hours can be delivered in smaller chunks in a variety of ways (e.g. whole class teaching, group work, continuous provision, focused activities etc)

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What makes us feel special? What makes Christians feel special to God?		
Pupils will learn: To use talk to clarify their thinking and ideas about how they are special. To share occasions when they have felt special. To begin to know some Christian beliefs about how people are special to God.	**Star pupils** • Ask parents to be involved in this unit by sending home an A4 page (varied colours of card, suitable for stars?) with four fairly large stars on. Parents should write on each star one thing that their child is very good at, then cut the stars out and send them back to school. **Special characters in a story** • Share a tale with pupils where a main character turns out to be special even though s/he does not appear to be so at the start. E.g. The Lion and the Mouse, The Ugly Duckling, 'Something Else'. Ask pupils to pinpoint what was actually so special about the character. **What is special about us?** • Draw out from the story that everyone is special in different ways. Ask pupils to think about what they are good at and how they are different to others in the class. Share with the class or group their own ideas about how they are special. Teach children about thumbprints: we are all unique, from our fingerprints to our own special personality. • Make a class set of letters to spell out 'S-P-E-C-I-A-L' filled in with thumbprints of different colours from the whole class for a display. • Look at the stars sent in by parents and give pupils the opportunity to contribute to writing a star for a friend (pupils' ideas can be used with an adult to scribe if necessary). • Give pupils the opportunity to show their reasons about why they are special e.g. making a photo frame with words and images on to show their special qualities and talents – put a photo of them inside/making an 'I am special' certificate with words and pictures on to show just why they feel that they are special. • Sit in a circle and play pass the smile. Discuss how it feels when someone smiles at you. Do we feel happy/special/loved/cared for/something else? How would we feel if we had played pass the angry/crying face? Think together about times when others have made us feel happy and times when we could make others feel good and even special through our actions. **Special to God** • Introduce the character of Grace (or re-introduce her if pupils have met her before) in the form of an image or persona doll. Explain to pupils that Grace is a Christian girl. Lots of Christians, just like Grace, believe that everyone is special and precious to God. Explain that there is a poem that	**These activities will help pupils to work towards achieving the following expected outcomes:** Share occasions when others have made them feel special hold conversations about special signs of belonging, using new vocabulary talk about the lives of other people around them using simple ideas about the experiences of belonging and community

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	teaches lots of Christians that God knows everyone very well and loves them. He loves them even before they are born! If pupils have already covered the Bible, you can tell them that this is where the poem is found (Psalm 139). • Discuss how well pupils know each other – pair them up. Sit pairs back to back, do they know each other's hair colour without having to look? Do they know which one is shorter/taller, has smaller/larger feet without having to compare? etc. Give pupils the opportunity to find out the answers to any of the questions that they did not know. Explain that lots of Christians believe God would have known these answers straight away, without even having to find them out. This is because God knows everyone so very well and everyone is so very special to God. • Look at a *Where's Wally?* book. Discuss features of Wally and how pupils can identify him. Let them see how easy or hard it is to find Wally on such crowded pages. Using technology, pupils' faces can be substituted for Wally's in the images – do pupils find it easy to locate themselves? Point out that it can be hard to find Wally on a crowded page and discuss whether pupils have ever found it difficult to find someone in a crowded place. Explain that many Christians believe God wouldn't have problems knowing where anybody was in the whole wide world, even though there are many more people in the world than a normal crowd or a Where's Wally picture, because God knows everyone so well and will know where they are. • Explain that it's easy to tell who is who by looking at people's hair colour/length/height etc, but there are other clues that we don't always know about. Look together at fingerprints. Allow pupils to make fingerprints and fingerprint pictures. Discuss the differences between patterns in pupils' fingerprints. Draw attention to how we did not know what each other's fingerprints looked like before this lesson. Do pupils think many Christians would believe that God knows what everyone's fingerprints are like? Why?	



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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
How do Christians know that children are special to God?		
Pupils will learn: To re-tell the story of Jesus blessing the children To listen with enjoyment to a religious story and respond with relevant comments, questions and actions To talk about and show the feelings of themselves and others	**A story for Grace** • Inform pupils that you will be sharing a story that is very special to Grace. It is a Christian story, so it is special to Grace and many other Christians like her all over the world. If pupils have already learnt about the Bible, tell them that the story is from this book. **Jesus blesses the children** • Tell pupils the story of Jesus blessing the children from the gospel of Mark 10:13-16 using Godly play or a story sack. Details to include are: - Setting the scene – Jesus talking to his friends in a land called Judaea - People bringing the children to Jesus - The disciples shooing the people and children away - Jesus being cross and saying that the children should come to him because the Kingdom of God belongs to people just like them - Jesus welcoming and blessing the children • End the story with some 'I wonder...?' questions for pupils to think about and/or discuss. E.g.: I wonder what was so special about Jesus that the children were brought to him? I wonder how it feels when an adult tells you to go away? I wonder why the disciples tried to take the children away from Jesus? I wonder why Jesus thought children were so important? I wonder how a Kingdom of God can belong to children and people like them? I wonder how it feels when an adult spends time with you? I wonder how it feels when an adult is kind to you? I wonder how the children felt when Jesus welcomed and blessed them? • Give pupils opportunities to show their learning and thoughts about the story and questions e.g. role playing the story, using the objects from the story sack or Godly play box to retell it, showing their responses to some of the questions in words or pictures, discussing responses to some of the questions in small groups. • Retell the story and give each child a happy and sad face. As you tell the story, pupils should hold the masks up to show the feelings of the children at that point in the plot. This can be repeated with feelings of Jesus. • Explain to pupils that many Christians (just like Grace) believe Jesus was God. Ask pupils what they think the story shows about how much God must care for children. Remind them that they know quite a lot now about what Christians believe about God and people – all people and children are special to God, who knows them very well, from even before they are born.	**These activities will help pupils to work towards achieving the following expected outcomes:** Re-tell the story of Jesus blessing the children, making connections with personal experiences hold conversations about the ideas that people are special to God, to their families and to each other if they are friends talk about the lives of other people using simple ideas about the experiences of belonging and community learn and use new vocabulary about religion and beliefs

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What groups do we belong to? How do we know we belong to a group? What groups do religious people belong to?		
Pupils will learn: To recognise groups to which they belong To talk about groups they belong to To talk about groups that others belong to To talk about similarities and differences between themselves and others and amongst families To recognise symbols or badges which show belonging, including religious ones To talk about how belonging makes them feel	**Our families** • Share a story about families e.g. a 'Large' Family story, discussing the relationships between the characters. Pupils show their own immediate families by painting a family portrait/creating a simple family tree/creating a family scrapbook (it may be helpful if parents send in photos of family members). • Remind pupils that they all/mostly belong to different families. Children share experiences of being in their family. What are the brilliant things about being in your family? Are there sometimes some things that are hard about being in a family? (e.g. not fighting with brother/sister, hearing the baby crying when you want to go to sleep) What do you have to do as part of your family? (e.g. keep bedroom tidy, help take the dog for a walk) How do people in your family show you that they care for you? How do you know your family love you? Take the opportunity to sensitively bring out how pupils' families have similarities and differences during this discussion and help pupils start to see these patterns for themselves. **Which other groups do we belong to?** • Explain that each family is a group of people. Each pupil's family is a group of people to which they themselves belong and there are other groups of people that pupils might belong to as well. Discuss other groups that pupils are in e.g. a football team, Rainbows, a rugby club, Sunday school group, dance group, swimming club, Mosque school (madrassah), drama group, class group etc. Give pupils the opportunity to bring in any special clothes they need to wear as part of these groups and discuss them with the others. • Find out together which of the places have a badge or logo that members of the group wear to show what the group is and that they belong to it. Pupils copy one of these to represent one group that they belong to. • Remind pupils that most people in the class belong to at least three groups of people – their family, their class group and their school group and some belong to many more. Ask pupils how belonging to a group makes them feel. Set them the challenge of coming up with as many Wow Words as possible for how belonging makes them feel. Pupils finish the sentence 'Belonging makes me feel…' a give a reason if possible. • Pupils' work on their families and other groups they belong to can make up the start of a 'Belonging' display.	**These activities will help pupils to work towards achieving the following expected outcomes:** Share and record occasions when they belong to a group talk about the lives of other people using simple ideas about the experiences of belonging and community learn and use new vocabulary about religion and beliefs

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Religious Groups

- Explain to pupils that a type of group to which many people belong is a religious group. Some might have already brought this up in their previous responses and if so, you can refer to the pupils' own experiences. Very simply, make clear that each religious group is made up of people who believe similar things. Sometimes they also do similar things that show what they believe.
- Ask pupils if they can remember which religious group Grace belonged to (Christian). Look together at her necklace. Ask pupils to describe the shape on it and talk about whether they have seen this shape anywhere or anyone wearing it on a necklace, just like Grace. Give the details that a cross is a symbol that many Christian people wear to remind them about their Christian beliefs and show that they follow the Christian religion. If you are using a persona doll, a chain with a cross can be fixed around the dolls neck.



- Introduce the character of Imran. Pupils may have met him in another unit, if so see if they can remember which religious group he belongs to. If not, explain that Imran belongs to a group of people who we call Muslims. Tell pupils that Muslims also have a symbol for their religion and point out that Imran is wearing it on his top rather than a necklace. Ask pupils to describe the symbol they can see to you. Repeat for Samit from the Hindu tradition whose top shows an Aum symbol.



- Allow pupils time to look carefully at the symbols from each religion and see different examples of each one. Allow them to create a cross for Grace, star and crescent for Imran or aum for Samit through painting, salt dough, plasticine etc.

Note: It is likely that some people wear religious symbols more than others. Ensure pupils get to see examples of the symbols being used in real life e.g. on greetings cards, books, phone covers etc.

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
How do we show people they are welcome? How are babies welcomed into the Christian family?		
Pupils will learn: To talk about how babies are welcomed. To talk simply about what happens at a traditional infant baptism. To have a developing respect for the way that their family and other families welcome babies.	**A Warm Welcome** • Tell pupils some good news – they are going to have a visitor for snack time/a particular lesson/a class lunch! Gather together examples of how pupils make guests feel welcome when they have visitors to their homes and give pupils the chance to talk about their feelings towards having visitors. Invite suggestions for what they might do to make the visitor feel welcome to class. Find a willing member of staff or some older pupils to be the visitor/s and carry out the pupils' welcoming ideas. **Welcoming a baby** • Ask those pupils with younger siblings to explain how they felt when their new baby came. What new things did they have to do when the baby arrived? • Explain that just as lots of people like to give visitors a warm welcome to their homes, lots of people love to welcome babies when they are born, and many people are just delighted when a baby arrives safely. Discuss what children have done when new babies have arrived in families that they know (given cards? gone to visit the baby? attended a naming ceremony? given presents? etc). Ask who the baby's arrival is important for and ensure that a range of people are examined e.g. the baby itself, its family, perhaps its religious community, the family's friends. **We were all babies once** • Ask pupils to bring in a picture of themselves as a baby and a special memento to show how they were welcomed into the world (e.g. hospital tag, birth announcement, baptism certificate, book of their first year, new baby card). • Remind pupils that everyone in the class was once a baby (even the adults!) and people may well have been delighted to welcome them when they arrived. Look at the baby photos without giving away whose is whose and see if the class can match them up with the person each baby has grown into. • Ask pupils to explain what their memento is and help them to talk about who was welcoming them and how, alongside why it is an important keepsake for themselves and their families.	**These activities will help pupils to work towards achieving the following expected outcomes:** Recall simply what happens at a traditional Christian infant baptism. hold conversations about special religious signs of belonging, using new vocabulary talk about information on the ways different Christian people welcome a new baby

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	Welcoming a baby in Christianity • Explain that for many Christians, it is wonderful to welcome babies into the world and into their families when they are born. Also, Christian mums and dads often like to welcome their baby into their religious group – Christianity. For many Christians, their religious Christian group is like one huge family, and welcoming the baby into this big Christian family is a very important thing to do. • Show pupils a baptism certificate made out to Grace (internet search to find one). Explain that babies are often welcomed into the Christian family by having a baptism or dedication ceremony and Grace's certificate is to remember a time when she had a ceremony to welcome her when she was a baby. Visit the local church and ask the minister to demonstrate what happens in an infant baptism ceremony. If this cannot be arranged, the minister can visit the school and role play the ceremony, if necessary it could be role played without a minister or the pupils could watch a video of one. • See whether pupils managed to spot the symbol of the cross in the ceremony and recap the cross that Grace wore, explaining to pupils that it is a symbol of Jesus. • Put a range of artefacts and objects connected with infant baptism on a cloth with pupils seated around. Try to include a baptism invitation, card, certificate, baptismal gown, cross, Bible, baptismal candle and baby presents given at a baptism (e.g. baptism cup/jewellery with cross/baptism book). Also include images of a church building, a baptism taking place, a font, a christening cake and a baptismal shell. Ask pupils to explain as many of the items and images as they possibly can from their learning about baptism and help them to understand the significance of any they don't know. Play Kim's game by covering up the items and taking one away – pupils should identify what is missing and how it is linked to a baptism ceremony before they win the round. Play 'What am I?' in which one pupil is sent to the back of the room whilst the rest of the group decide on one item or object in secret – the child at the back should return and ask questions in order to determine which object the others have selected. • Allow pupils to role play an infant baptism in groups – if appropriate, some of the objects and images from the cloth could be used in the role playing. • If possible, invite in a parent who has had their child baptised. The parent should be invited to speak to the pupils about the baptism and why they decided to have a baptism for their youngster. Bringing in photos and mementos from the event and answering pupils' questions will help to make this a lively session. • Make baptism cards. Ask pupils to pick out and draw on the front of their card at least one of the objects from the cloth. Give them the chance to talk about what the object is and how it is linked to/used at a baptism.	

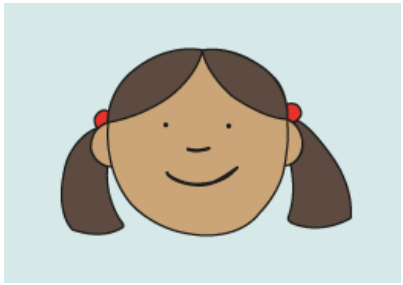
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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
How is a baby welcomed into the Muslim religion?		
Pupils will learn: To know how babies are welcomed in Islam. To have a developing respect for the way that their family and other families welcome babies.	**A tiny whisper** • Think together of times when it is good to whisper. What do pupils like about whispering? (it is calm, quiet, helps to keep things secret, might not wake a sleeping baby etc). Play a game of Chinese whispers. Compare it with a game of Chinese shouts – does the latter work as well? Take a register in whispers and have pupils whisper in response to their names. How does this feel compared to the usual register? **Whispering to welcome a baby** • Ask pupils to remind you of Imran's religion. Tell the children this is a religion where a new baby gets a message in at the very beginning of life to welcome it into the world and into belonging to the Muslim religion. Show them a picture of someone whispering the Shahadah, the statement of Muslim faith, into a new baby's ear. Ask pupils first of all to make some guesses: What is happening? How does the man feel? What is he thinking? Will he shout or whisper? What will he whisper? Then tell them what is really happening, including explaining that the words being whispered are 'God is most great. There is no God but Allah,' and ask them what they like about the picture. **Aqiqah** • Explain that this is not the only thing that Muslim families do to welcome a baby. There are other ceremonies too that are called aqiqah (which is the name given to a group of Islamic birth ceremonies). Show an image of a baby having its hair shaved at an aqiqah ceremony – ask pupils to say what they can see about the image and ask any questions they would like to find out. Tell children that many Muslims believe that getting rid of the hair is a way of getting rid of any bad luck or trouble that the baby might bring into the world when s/he is born. The hair is weighed, and an equivalent amount of silver (usually) is given to poor people. Meat is shared too, especially with the poor. Why do pupils think a family might give something to poorer people when they have a new baby? It is one way to say thank you to Allah for the baby's birth. • Using a doll, remove the hair from its head (warning pupils never to cut or shave anyone's heads themselves) and weigh it to find out how much silver would have to be given for that amount of hair.	**These activities will help pupils to work towards achieving the following expected outcomes:** Recall simply what happens when a baby is welcomed into the Muslim tradition hold conversations about special religious signs of belonging, using new vocabulary talk about the lives of other people using simple ideas about the experiences of belonging and community in Islam talk about information on the ways different Muslim communities of the UK welcome a new baby.

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	• Tell pupils that the baby is also named and given something sweet and something bitter to taste to show they will have good times and hard times in life. Taste sweet food such as some sugar or a little piece of date. • Think about some names that Muslim people often like to give to their babies and explain that each one means something. For example, boys' names: Amir – Prince, Halim – Mild, gentle, patient, Kahil – Friend, Mohammed – Praised (from the name of the prophet Muhammad), Zahir – Bright, shining. Girls' names: Ameera – Princess, leader, Khadijah – First wife of prophet Muhammad, Hana' – Happiness, Salma – Peaceful, Zahrah – Flower, beauty, star. Ask pupils to choose one of the names that they think would be good for a Muslim baby and discuss why they picked it. Did they like the sound of the name? Did they like its meaning? Was there a different reason? • Ask parents and pupils to work together to help the pupils find out why their parents gave them their own names. **Our messages for a baby** • Recall what is said at a baptism ceremony and what is whispered into a Muslim baby's ear. Give pupils examples of messages and promises that might be good to say to a baby e.g.: Welcome to the world baby! I promise to love you always. I promise to make you happy. We're so delighted that you are here baby. I promise to take care of you. This is the start of your whole life! Allow pupils to think, pair, share and ultimately decide on which one they like best. Invite pupils to make their own suggestions. • Pupils can show their ideas by saying their messages in an appropriate tone of voice to a baby doll or writing their chosen message onto a speech bubble.	

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
How do Hindu brothers and sisters show their love for each other at a festival?		
Pupils will learn: To ask questions about religious artefacts. To talk about the feelings of themselves and others. To explore, observe and find out about objects that matter in Hinduism.	**Our Brothers and Sisters** • Ask pupils to think about brothers and sisters in their families – which members of the class have siblings? Are they younger or older? Encourage pupils to talk about times they have been looked after by a brother, sister, other family member or someone else. Role play situations where brothers, sisters and other family members look after each other. Ask what pupils do to show that they love their brothers, sisters and others. **Mystery objects** • If you are using a persona doll to be Samit, ensure that for this lesson he is carrying a bag containing a rakhi, a picture of his sister Nita and some money in a decorative (shagun) envelope. If you are not using a persona doll, put the items into a parcel that Samit has 'sent' to the class and open the package up to show pupils what Samit has sent.  An image of Nita • Encourage pupils to explore the items in the bag/parcel thoughtfully and discuss what they can see e.g. materials and colours that the objects are made of. Pupils think, pair, share questions they could ask Samit to find out more about what is in the bag/parcel. E.g. Is that a bracelet? When might you where it? Why is the money in the beautiful envelope? **Finding out about Raksha Bandhan** • If you are using a persona doll, use it to give the answers to pupils, there and then. If not, write some good questions in a letter or email to send to Samit. These can be answered in a letter/email that he 'writes' in reply. In Samit's answers to the questions, ensure that Samit explains how the rakhi would be given by a sister to a brother at the Hindu festival of Raksha Bandhan & the brother's actions in return. Help pupils to understand that Raksha Bandhan is a time for brothers and sisters to show how much they love and want to look after each other. • Share a book, e.g. Soni and Rishi's Raksha Bandhan by Supriya Kelkar or Bringing Asha Home by Uma Krishnaswami, or watch a film clip to find out more about how brothers and sisters might feel at Raksha Bandhan and the festival in general.	**These activities will help pupils to work towards achieving the following expected outcomes:** Share occasions when things have happened in their lives that made them feel special. hold conversations about special religious signs of belonging, using new vocabulary talk about the lives of other people using simple ideas about the experiences of belonging and community talk about information on the ways different religious communities of the UK welcome a new baby

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	When do we feel special? • Ask pupils to share their thoughts on how brothers must feel at Raksha Bandhan. How must sisters feel? • Look together at a number of examples of rakhis and cards celebrating raksha bandhan. • Pupils make a special friendship/love band for a brother, sister or someone special, using craft materials. Ask: Who is your band for? Why did you choose that person? How might you feel if you were given a band to show friendship/love? How would you look after it? • If pupils have not mentioned it, ask them to consider how very special a Hindu brother or sister might feel at Raksha Bandhan. Think together about occasions when pupils have felt special themselves e.g. their own birthday parties, winning a game, family gatherings, receiving presents on a special occasion, when they do very well at something in school etc. If time allows, pupils can be given opportunities to show at least one time when they have felt very special through creating pictures, models, role play etc. Can pupils explain why they felt so special at that time? **Note:** BBC class clips has useful films: • Raksha Bandhan www.bbc.co.uk/education/clips/zsmfbk7 • Christians welcoming a new baby: https://www.bbc.co.uk/bitesize/clips/zm87tfr • A general one about Muslim prayers: https://www.bbc.co.uk/bitesize/clips/z4gkq6f • You can find some family videos of Aqiqa ceremonies – check their suitability as you choose. Here is one: https://www.youtube.com/watch?v=DiH6JV0Ak0U (this one uses music: some Muslims don't use any music)	

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